DOCUMENT RESUME

ED 219 325 SO 014 190

TITLE	Play a Part in Crime Prevention.
INSTITUTION	Commercial Union Insurance Companies, Boston, MA.
PUB DATE	Jun 78
NOTE	73p.; For a related document, see SO 014 191. Posters including the game "Beat the Burglar," "The 10 Finger Difference Activity," and "Coming Soon! Play a Part in Crime Prevention" were removed.
AVAILABLE FROM	Commercial Union Insurance Companies, One Beacon Street, Boston, MA 02108 (single copies, free, 25 or more, $2.00).
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Crime; Intermediate Grades; Junior High Schools; Learning Activities; *Legal Education; Lesson Plans; Resource Materials; Simulation; Skill Development; Skits; Stealing; Vandalism
IDENTIFIERS	Shoplifting

ABSTRACT

These units of study will help students in grades five through nine understand the effects various crimes have on individuals, families, and communities. They can be used by teachers, police departments, boy and girl scouts, and community groups. The units deal with shoplifting, buying stolen goods, employee theft, and vandalism. Each lesson contains a dramatic skit designed to bring home the immediate and far-reaching consequences of crime. The plots are simple, everyday situations that are easy for students to relate to. The skits can be read in class, produced for other classes, or videotaped. Followup discussion questions that involve students in moral decisions are provided. A reading paragraph gives added information on the crime covered in each skit. Puzzles and additional role-playing situations are also provided in the lessons. Answer keys and a bibliography of additional resources are included in the publication. (Author/RM)

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PLAY A PART IN CRIME PREVENTION

Commercial Union Insurance Companies
One Beacon Street
Boston, MA 02108

June, 1978

SO014190

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Posters including the game "Beat the Burglar," "The 10 Finger Difference Activity," and "Coming Soon! Play a Part in Crime Prevention" were removed because of reproduction problems.

Why Play a Part in Crime Prevention?

MAY 27 1982

1. BECAUSE CRIME AFFECTS ALL OF US TODAY.

The National Center for Education Statistics estimates, for example, that in a recent year the cost of vandalism to U.S. schools soared to $216 million. Nationally, shoplifting has reached epidemic proportions, and many shoplifters are in *junior* and *senior high*. Embezzlement, employee theft, and buying and selling stolen goods are becoming so widespread in society today that it is difficult for *young people* growing up to recognize the seriousness of these acts. Moreover, the prevalence of these crimes not only costs billions each year, but is creating a social climate where stealing is an accepted way of life...a climate that brings with it fear, distrust and the necessity of greater and greater security precautions.

2. BECAUSE THIS MULTIDISCIPLINARY KIT MEETS YOUR TEACHING NEEDS.

Through research and consultation with educators, we found that teachers have a hard time finding material on crime and other social issues that takes into account current educational concerns as well. These concerns range from the need to emphasize basics to incorporating the arts into the curriculum. Teachers also want material that students will enjoy, and which will stimulate class participation. And they need it in a form that they can conveniently use. As you will see, "Play a Part in Crime Prevention" reflects these concerns.

Flexible format fits easily into your schedule.
This kit contains five lesson plans for you to use individually on days when you need a filler between other units of study, or as a complete, one-week unit. And, the suggestions and supplementary materials have been designed to help you expand this one-week unit to two or three, if you wish.

Drama brings crime problems to life . . . and art into the curriculum.
Each of the lesson plans includes a dramatic skit* designed to bring home the immediate and far-reaching consequences of crime. The first four skits focus on shoplifting, buying stolen goods, employee theft and vandalism. The fifth skit dramatizes a shoplifting trial in juvenile court. The plots are simple, everyday situations that are *easy for students to relate to.* In fact, teachers who tested these skits in their classrooms found that students who hadn't participated all year spoke out in the follow-up discussions.

The beauty of the skits is that they can be used in your classroom with as little or as much advance preparation as you wish. Your students can read them from their seats or at the front of the room. If you make fuller use of each skit's dramatic possibilities, more participation and individualization are possible. You can assign students roles not only as actors and actresses, but as director, stage manager, set designer and builder, props coordinator, costume finder and maker, publicity manager, prompter, etc. Ideas for costumes and props are suggested in each skit. One or several skits could be performed for another class, a student assembly, or a program for the P.T.A. (as a stimulus for the whole community to get involved in crime prevention).

Follow-up questions involve students in moral decisions . . . stimulate civic crime prevention activities.
The follow-up questions suggested in the lesson plans involve students in the moral decisions one often has to make in the face of conflicting feelings and pressures. The questions also lead the class from the issue of personal responsibility to that of social responsibility . . . to responses which will point up the need for further student involvement in school and perhaps in the community.

Language skillbuilders teach basics . . . and the costs of crime.
Basics are important today. So is crime awareness. We've combined both into five sets of skillbuilders* -- one for each lesson plan. A reading paragraph and new vocabulary words give added information on the crime covered in each skit. The paragraph is followed by exercises in comprehension, alphabetizing, vocabulary, and more. Different skills are stressed in the skillbuilders for each lesson, and each lesson plan specifies those skills. A scope/sequence chart, and an answer key are included in this guide for easy reference.

Additional ideas and materials enrich each lesson.
In addition to the five lesson plans, skits and skillbuilders, we've included supplementary materials and suggested activities:

- Puzzles help students recognize crime and prevent it.*
- Bibliography of films, books and articles researches crime prevention for you.
- Curriculum-expanding suggestions explore crime prevention through the arts, social studies, math and more.
- Role playing suggestions increase understanding of oneself and crime.
- Movie poster gives class skits star billing.
- Learning posters illustrate crime detection and prevention techniques.

At Commercial Union, we feel it is vital to begin to raise consciousness regarding the financial and social impact of crime, because in the long run, awareness and concern are the best forms of crime prevention. Building those attitudes is what this teaching kit is designed to do.

We're also taking our message to the American public through a nationwide advertising campaign, which urges everyone to take action against crime in their neighborhoods and communities.

We hope you will join us and do your part by using this kit and telling your colleagues about it. We also look forward to receiving your feedback card (inside back cover) letting us know the responses and activities these materials generate, as well as how we can improve them.

Good Luck.

* Can be Thermofaxed® for reproduction.

Shoplifting

LESSON PLAN 1 SHOPLIFTING

I. Objective

To help students recognize that shoplifting is stealing; to help them make sound decisions about shoplifting when faced with the fear of losing a friend; and to realize that shoplifting has major financial and social consequences for our society.

II. Motivation

Hold up the picture of the woman shopper looking at leather coats (enclosed). Ask the class what is going on in this picture. Then ask them what other kinds of things they've noticed locked up in stores or displayed in such a way that it makes it difficult to look at the merchandise. Ask them why these things are locked up.

III. Skit

Have students read aloud or perform skit entitled *Who's To Know?*

IV. Follow-up Questions

1. What do you think Jane is thinking at the end of the skit?
2. How do you think Janes feels about not getting the sweater?
3. Have you ever felt like Jane?
4. Do you think Jane wanted to keep the wallet? Why do you think she did?
5. Do you think Wendy needs the sweater she takes? Why do you think she took it?
6. Have you ever heard someone say: "Who's to know. . . they'll never miss it," when they take something that doesn't belong to them? What do you think they mean?
7. Is it true that things aren't missed by stores?
8. Is shoplifting the same as stealing?
9. How do you think Jane feels toward Wendy at the end of the skit?
10. What happens to people if they get caught shoplifting? How can you find out?
11. What do you think stores should do when they catch someone shoplifting?
12. Imagine you have seen someone shoplifting. What would you do? What do you think you should do?
13. Have you ever felt that people were watching you or were suspicious of your movements in stores even when you had no intention of stealing anything? What kinds of things about stores make you feel this way?

V. Suggestions for Activities

- About how many people would you guess were caught shoplifting in stores throughout the United States last year? Who would like to find out?
- Do you think there is more or less shoplifting going on now than 50 years ago? Why? Who would like to find out?
- Convert these statistics into graphs:
  (a) The cost of crime to business in 1976 was estimated by the U.S. Department of Commerce at $30 billion, up 11% from 1975.

(b) In 1969, the number of offenses reported in the F.B.I. Crime Index was 3,363,700. In 1976, the number was 11,304,800.

(c) Nationally, an estimated $7.2 billion in merchandise was stolen by shoplifters in 1976. In 1971, $4.2 billion was stolen.

- Write a story for the school newspaper about the shoplifting skit your class performed and the discussion which followed. If there are any activities your class is pursuing to prevent shoplifting, be sure to mention these.
- Conduct an anonymous survey that explores the attitudes students have toward shoplifting. Tabulate results.
- Find comic strips that will adapt themselves to a story about shoplifting, employee theft, vandalism, or buying and selling stolen goods. Mask in the balloons with paper and write in your own story.
- Interview local stores about their shoplifting problems.
- Suggest that a few students ask local merchants if they would be willing to contribute toward the rental or purchase of one of the films on shoplifting or others listed in the bibliography. The film could be shown in your class, or to a group assembly. Have the students create a program flyer for distribution before the film showing, listing the merchants as sponsors. Also let the local newspapers know. If merchants get favorable publicity they are more likely to participate in the future. Police Departments, too, have budgets for juvenile crime prevention programs. Often they have film libraries. Suggest that a few students check this out.
- Write to STEM (Shoplifters Take Everybody's Money). STEM has proven to be a very successful anti-shoplifting campaign in Philadelphia and offers a pamphlet and fact sheet at a minimal cost. If you would like these in quantity for distribution in your school, have students take a sample around to local merchants and ask them to contribute toward the cost.
  STEM
  % Spiro & Associates
  Chestnut East Bldg., 9th and Chestnut Sts.
  Philadelphia, Pennsylvania 19107

VI. Role Playing Suggestions

- You and your classmate are walking through a crowded department store. He tries to get you to steal something. Switch roles.
- You are in a supermarket and you see an adult switch the butter into the margarine package (or steal an item from the shelf). How do you feel? What do you do?
- A boy of 13 is in court for stealing groceries from a supermarket. He steals food for himself and his family. (The scene can be acted out with a judge, defense lawyer, prosecutor, the boy and the boy's mother). How do you feel if you are the boy, the judge, the other characters? How does the class feel?
- You are trying to convince your friend not to steal from stores. Switch roles.

VII. Language Skillbuilder

Comprehension -	To distinguish between fact and opinion.
Vocabulary -	To provide a review of content vocabulary.
	To build vocabulary by selecting word meaning.
	To provide practice in identifying and spelling content vocabulary.
Structural Analysis -	To identify root words and generate new words by adding suffixes.

SKIT 1 SHOPLIFTING (5 characters)

WHO'S TO KNOW?

Characters: Narrator (boy or girl)
Jane
Wendy
Mrs. La Monica
Saleswoman

Suggestions for Costumes: Jane, Wendy, Mrs. La Monica - jackets, coats, purses.
Saleswoman - glasses, older-looking hairstyle

Props: Girl's crewneck sweater with sales tag*
Girl's v-neck sweater*
Eyeshadow
Wallet
One or two jackets
One or two tables to use as display counters

Optional Props: Rack, hangers, chain and lock for jackets
Signs
Mirror
Shopping bags

NARRATOR: Scene I takes place after school. Jane and her friend, Wendy, enter the cosmetic department of a local department store. It is very crowded.

JANE: Wendy, you know that sweater your folks brought you back from Bermuda the last time --

WENDY: Yeah --

JANE: Well, Alice told me that she saw some like it in the Junior Department in all different colors.

WENDY: Really? They're probably not as nice but let's take a look anyway. *(Jane turns to head over there)* Not too fast, if you know what I mean.

JANE: *(in an angry whisper)* Wendy, are you going to start that again? They've got TV's and mirrors in here. You're going to get caught!

WENDY: *(also in a whisper)* Just take it easy, Jane. See how crowded it is in here. And besides. . . have I ever gotten caught?

JANE: No. . . but--

WENDY: Well then? You just stay cool and act like nothing's happening. . . okay?

JANE: Oh . . . all right.

*Different styles of sweaters may be used but if you substitute, be sure to change description of sweaters in script.

WENDY: Look at all these great eye shadow colors --will you? *(she slips one into her pocket)*

They move into leather goods department.

JANE: I'd give anything for one of those wallets.

WENDY: Oh yeah? Well let's see what we can do about that.

JANE: No, not that way, Wendy.

WENDY: *(whispering)* Will you relax, Jane? *(as she slips the wallet from the counter into her tote bag)*

Jane and Wendy cross the aisle to the Junior Department.

JANE: Here are the sweaters Alice must have been talking about. Don't you love the colors?

WENDY: Yeah -- these really *are* nice. Especially that crewneck.*(she takes off her coat, tries the sweater on over her shirt and then looks in a nearby mirror)* Not bad!

JANE: I like the v-neck better, but the crewneck looks great with that new skirt of yours.

WENDY: I think so, too.*(she looks around quickly, rips off the sales tag, pulls on her coat over the sweater and says in a whisper)* Come on, let's get out of here.

JANE: *(in an amazed whisper)* But Wendy -- that sweater costs $35! *(both leave quickly by a nearby exit)*

NARRATOR: A few moments later outside the store.

WENDY: Here's that wallet you liked, Jane.

JANE: I don't think I should take it.

WENDY: Don't be stupid. . . who's to know? *(she pushes the wallet into Jane's pocket - Jane looks very uncertain for a moment but doesn't resist - they both walk away)*

NARRATOR: Scene II takes place three days later in the same department store. This time Jane is shopping with her mother.

JANE: Mom, there's a sweater over here I'm dying for --

MRS. LA MONICA: *(busy looking through some jackets)* What? Well, let's take a look, but it will have to be quick because I still have to buy a present for your sister.

JANE: Wow - are you going to buy her a leather jacket?

MRS. LA MONICA: Well - I was thinking about this one *(points to a jacket)* but I'm not sure. Besides, it's all locked up and I'm in such a hurry. Where are those sweaters you were talking about anyway?

JANE: *(leads her mother across the aisle to the Junior Department, then Jane quickly takes off her coat and holds the sweater up against herself)* Isn't it beautiful? I'd really love to wear it to Alice's party, Friday night.

MRS. LA MONICA: It does look nice on you. How much is it?

JANE: Uh--I think it's $35.

MRS. LA MONICA: What? Are you sure? *(she calls to saleswoman)* Miss!

SALESWOMAN: *(walking over)* Yes?

MRS. LA MONICA: $35 seems very high for a young girl's sweater!

SALESWOMAN: Yes, I agree, but all the prices have gone up a lot in the last year.

MRS. LA MONICA: I suppose you're going to tell me it's inflation.

SALESWOMAN: Yes, it's that. But it's things like shoplifting, too. Every day we lose a lot of merchandise to shoplifters and that drives up the prices of things.

MRS. LA MONICA: But don't you have mirrors, TV cameras -- that sort of thing?

SALESWOMAN: Yes. And we use them. But sometimes the store is very crowded.

MRS. LA MONICA: Well, thank you, I'm afraid I can't afford that sweater. *(snatches sweater from Jane and puts it down on counter)* Come on, Jane, we have to go. *(she starts off and notices Jane isn't following but is touching the sweater longingly, lost in thought)* Jane?--Jane are you coming?

SKILLBUILDER 1 SHOPLIFTING

To shoplift is to lift merchandise from a shop. In plainer words, shoplifting is to take something from a store without paying for it, and that is stealing.

Shoplifting is called by different names. Two of them are *inventory* loss and inventory shrinkage. A slang expression is "five-finger discount."

People from all walks of life shoplift. Experts estimate that over 50% of the country's shoplifters are teenagers. People shoplift for different reasons. Some do it for fun, others do it because they want more things than they can afford to buy. No matter why people shoplift, it is still stealing, and stealing is a crime.

When stores *detect* someone shoplifting, they are *empowered* to arrest the shoplifter. If the case against the shoplifter is *prosecuted* and the shoplifter is found guilty, then he or she has a criminal record. If not, there is still a record of the arrest.

Some people think that you must remove *merchandise* from a store before you are considered a shoplifter. However, a few states have enacted *legislation* which allows: 1) the arrest of a suspect before he or she leaves the store; and 2) the holding of a suspect for a reasonable length of time while he or she is being searched.

Businesses spend over $4 billion dollars *annually* to make their stores more secure against shoplifters. They use two-way mirrors, *electronically sensitive* price tags and detectives to protect their merchandise. All of these costs are passed along to the customer each year in the form of higher prices.

People shoplift in department stores and small shops such as grocery stores or drugstores. In fact, shoplifting is one of the major reasons that small businesses are forced to close. Last year, it is estimated, businesses lost $7.2 billion due to shoplifting.

SHOPLIFTING GLOSSARY

annually - every year
detect - to uncover, reveal
electronically sensitive - capable of being set off by electricity or other forms of radio waves
empowered - having authority to
inventory - an itemized list of merchandise, property
legislation - preparation and enactment of laws
merchandise - the objects of commerce; wares; goods
prosecute - to begin and carry on legal proceedings or processes

SHOPLIFTING SKILLBUILDER

1. Look at the words below. Write the root word and then make two new words by adding other suffixes to the root word.

	Root Word	New Words	
1) prosecuted	_____	_____	_____
2) legislation	_____	_____	_____
3) shoplifting	_____	_____	_____
4) employees	_____	_____	_____

2. Unscramble the following words. Each one can be found in the information article.

1) resot _____

2) iphtfsol _____

3) mcariini _____

4) otcmrseu _____

5) nliboil _____

3. Read the following sentences. Write *fact* or *opinion* in the space in front of each sentence.

1) _____ People who shoplift should go to jail.

2) _____ Businesses spend billions of dollars each year to make their stores more secure.

3) _____ Shoplifting is a more serious crime than burglary.

4) _____ Customers pay more for merchandise as a result of shoplifting.

5) _____ A person convicted of shoplifting will have a criminal record.

4. Read the following sentences. Put an x in front of meaning for the underlined word.

   1) Many teenage snoplifters come from *affluent* middle class families.
      _____ confused
      _____ single parent
      _____ wealthy

   2) Stores use detection *devices* to catch shoplifters.
      _____ persons
      _____ equipment
      _____ cash registers

   3) Shoplifting has *skyrocketed* in recent years.
      _____ greatly increased
      _____ been reduced
      _____ stayed the same

   4) There are about four million shoplifters *apprehenced* each year.
      _____ convicted
      _____ arrested
      _____ estimated

5. Read each definition and fill in the matching blank with the word that fits. There is a space for each letter. When you are finished, read down the first letters of all the words to find the mystery word.

   1) _ _ _ _ _ _ _ _

   2) _ _ _ _ _ _ _ _ _

   3) _ _ _ _ _ _ _ _ _

   4) _ _ _ _ _ _ _ Mystery Word

   5) _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

definitions

1) take an item from a store without paying for it
2) young person
3) to approximate the cost
4) take into custody by authority of law
5) preparation and enactment of laws

Buying Stolen Goods

LESSON PLAN 2 BUYING STOLEN GOODS

I. Objective

To help students recognize that buying stolen goods is a form of stealing; to help them make appropriate decisions in the face of conflicting feelings and family pressure; and to realize that buying stolen goods causes more burglaries in our society.

II. Motivation

Write the word "hot" on the board. Ask students what it means. Lead them to the stolen goods meaning.

III. Skit

Have students read aloud or perform the skit entitled *For Eight Bucks - How Can You Go Wrong?*

IV. Follow-up Questions

1. What do you think Charlie was starting to say before his mother made a motion for him to be quiet?
2. Why do you think his mother didn't want him to finish speaking?
3. How do you think he is feeling at the end of the skit toward his father? His mother? His radio?
4. Has your home or apartment ever been broken into? How did you and your parents feel?
5. What do you think Mr. Milgrom means when he says, "For eight bucks - how can you go wrong?" Is it true? If not, why not?
6. If people didn't buy hot televisions and radios, as well as other items that have been stolen, would there be as many break-ins to homes and apartments?
7. What do you think Charlie should do?
8. How many homes and apartments would you guess were broken into and burglarized in this state last year? In the U.S.? How can you find out?
9. Can you think of any ways you can help in your neighborhood to prevent homes or apartments from being broken into?
10. If you see a bike that you recognize as one that was stolen, what should you do?

V. Suggestions for Activities

- How do police track down people who sell stolen goods? Who would like to find out?
- Take down serial numbers on your bikes, stereos, radios and record them in a safe place.
- Stealing items from homes and apartments is one way fences get stolen merchandise. How else do they get it? Who would like to find out?
- What happens to a person if they get caught buying stolen goods? Who would like to investigate this?
- Do police usually look for fingerprints when someone's house is broken into? How do they find them and lift them? If possible, plan a visit to a crime lab.
- Create a rebus, using words and pictures cut out of magazines and/or your own drawings to tell a short story about buying stolen goods.

- Write a radio commercial telling people why they shouldn't buy stolen goods, or shoplift. Include a slogan, if you like. Make it brief and to the point. (A 30-second commercial contains approximately 75 words; a 60-second commercial, contains approximately 150 words.) Remember, people will be *listening* to it, not reading it. Take the better commercials to local service clubs or the Chamber of Commerce. They may be able to help put them on the air.
- Invite a member of the police department to come in to show your class how to participate in Operation Identification. This program has been very successful in reducing burglaries.
- Suggest that your students find out if there is a tenants' association in their apartment building. If there is no such organization, have them suggest one, and work with willing neighbors to get one started. For students who live in houses, have them speak to their parents about Neighborhood House Watch, a program in which neighbors look after each other's property. Local police departments will often have more information on this program.

VI. Role Playing Suggestions

- You are riding on a bus with your friend and you find a wallet with $50 and identification in it. Your friend thinks you should keep it. How do you feel? Switch roles.
- Your friend has a great deal for you. He has a fantastic pair of skis that he will sell to you for a good price. You suspect that he took the skis from a ski area. Do you buy the skis at the low price, or do you refuse to buy something that has been stolen?

VII. Language Skillbuilder

Comprehension -	To determine sentence authenticity.
	To provide practice in following directions and selecting the main idea.
Vocabulary -	To expand student awareness of the multiple meanings of words.
	To provide practice in matching words and definitions.
Study Skill -	To practice reference skills.
	To provide practice in identifying guide words when using a dictionary.

SKIT 2 BUYING STOLEN GOODS (6 characters)

FOR EIGHT BUCKS - HOW CAN YOU GO WRONG?

Characters: Narrator (boy or girl)
Betty Milgrom (mother)
Art Milgrom (father)
Charlie (son, 12 years old)
Dory (daughter, 5 years old)
Officer Carey (boy or girl)

Suggestions for Costumes: Mr. Milgrom: glasses, casual clothes
Mrs. Milgrom: skirt or dress
Officer: hat and badge
Dory and Charlie: casual clothes

Props: Newspaper
Small transistor radio
3 or 4 chairs
4 or 5 books

Optional Props: Plant and glass of water
Paper and crayons or marking pens
Two brown paper bags filled to appear to contain groceries

NARRATOR: Scene I takes place before dinner in the Milgrom's family room, which adjoins their kitchen, separated only by a table and chairs. Mr. Milgrom is sitting in an easy chair reading the evening paper. Mrs. Milgrom is watering a plant at the table. Dory is sitting on the floor near her father, drawing. Charlie enters.

MR. MILGROM: *(looks up over his paper)* Hi, Charlie.

CHARLIE: *(walks in carrying two bags of groceries)* Hi, Dad.

MR. MILGROM: Just been to the store for your mother?

CHARLIE: Yeah, these groceries weigh a ton.

Mrs. Milgrom gets up and takes a bag from him and together they walk over to the table.

MR. MILGROM: Good exercise! *(slight pause)* That reminds me - you know that radio you've been talking about wanting - a small one you can use to go running with?

CHARLIE: Yeah--what about it?

MR. MILGROM: Well, I got one for you. *(starts to reach into his pocket)*

CHARLIE: *(excited)* Really Dad! Let's see it!

Mr. Milgrom pulls out a small transistor radio and hands it to Charlie.

MRS. MILGROM: There goes this month's budget! Art. . . those radios cost at least $20. Do you really think you should have?

MR. MILGROM: Relax, Betty. I bought it from this guy I know. It only cost me $8.

MRS. MILGROM: $8 - - that *is* a good price. Lately, you've been getting a lot of stuff really cheap. *(suspiciously)* Who is this guy anyway? Are you sure that--

MR. MILGROM: *(cutting her off)* Sure, sure honey. Don't worry. Besides. . . for eight bucks-- how can you go wrong? Right, Charlie?

CHARLIE: Right, Dad - it's great. Thanks a lot. *(exits playing radio)*

NARRATOR: Scene II takes place around 3:30 in the afternoon in the Milgrom's family room. The scene opens as Charlie enters playing his radio. Suddenly he notices the room is topsy turvy, chairs are knocked over, books are thrown about. He quickly turns off his radio and, as he does so, he overhears his mother in the next room speaking to his father on the telephone.

MRS. MILGROM: *(very upset)* . . . they must have gotten in the back way because the glass panel on the door is smashed. They probably just reached in and opened the door. The police? Yes I called them. What? I don't know what's missing yet! Everything's turned upside down. Just come home. *(pause)* Okay, but hurry. *(hangs up)*

CHARLIE: *(calls out)* Mom, what happened?

MRS. MILGROM: *(enters)* Oh, Charlie . . . someone broke in while we were shopping.

DORY: *(runs in from offstage)* They took our bikes from the garage -- Charlie's and mine!

CHARLIE: Oh, no!

DORY: *(pointing)* And look, the stereo and TV are gone, too.

MRS. MILGROM: My goodness! I'd better check the silver. *(doorbell rings)* Charlie, see who it is.

CHARLIE: *(goes offstage and calls)* Mom, it's an officer.

BUYING STOLEN GOODS SKIT

MRS. MILGROM: Let him in, Charlie.

Charlie and Officer Carey walk in together. Officer Carey is carrying a small notebook he or she takes notes in during the rest of the scene.

OFFICER CAREY: Good afternoon, ma'am. I'm Officer Carey. How much did they take?

MRS. MILGROM: Uh. . . the TV and stereo and some bikes. We haven't really had a chance to look yet.

OFFICER CAREY: When do you think this happened?

MRS. MILGROM: When we were out . . . uh. . . between 12 and 3. Yes, because that's when I left to pick Dory up from kindergarten.

OFFICER CAREY: I see. Do you go out every Wednesday at the same time, ma'am?

MRS. MILGROM: *(thinking for a moment)* Yes, I guess I do. I pick up Dory and then we go over to the Mall with a friend of mine and her daughter. We shop and then we sometimes stop for ice cream or coffee.

OFFICER CAREY: Yeah . . . they probably knew your schedule.

MRS. MILGROM: They? Who do you mean? Do you know who did this?

OFFICER CAREY: Not exactly. But it's probably the same ring of kids who've been breaking into other homes in this neighborhood lately. It looks like their work.

MRS. MILGROM: Kids ..what do kids do with all this stuff?

OFFICER CAREY: They sell it to a fence. It's usually an older guy who gets them to do it and then sells the stuff really cheap. A little here, a little there. Do you have any serial numbers–

CHARLIE: *(suddenly interrupting the officer without thinking)* I wonder if that's who's been selling Dad all that -- *(stops short because he sees his mother make a motion for him to be quiet)*

OFFICER CAREY: *(turning to Charlie)* What's that ...what did you say?

CHARLIE: Oh nothing - I was just - it wasn't anything.

SKILLBUILDER 2 BUYING STOLEN GOODS

Buying and selling stolen *goods* is a crime that involves people of all ages and groups. While there is more *data* available about *professionals*, *amateurs* are also involved with the crime. Young people often sell things they have stolen to a receiver to get money. A receiver is any person who knowingly buys, sells or otherwise *traffics* in stolen property. A fence is a professional receiver who buys stolen property and then passes it on to other *outlets* which sell the property to a *consumer*.

It is a well-proven fact that most *thieves* steal things which they can sell to a fence for cash. Fences get a lot of money even though they sell stolen merchandise for less money than it is really worth. Receiving stolen property is estimated to cost business, industry and professions at least $3.5 billion each year. This figure does not include property stolen from private homes.

Many receivers have *connections* with so-called *legitimate* businessmen who buy stolen goods and then sell them to regular customers at bargain prices. This *practice* is very hard on *ethical* businessmen who lose goods because of theft and also have *competitors* who sell stolen goods for less money.

When people mark items with some identification it helps law *enforcement* officials to return stolen property. It also assists in the discovery and arrest of people involved with the crime.

BUYING STOLEN GOODS GLOSSARY

amateur - one who does something without being an expert
competitor - a rival
connection - a social, professional or commercial relationship
consumer - one who uses goods
data - information given or admitted as a fact
enforce - to put into effect or operation
ethical - using high standards of conduct
goods - wares; merchandise
legitimate - real; genuine; lawful
outlet - a market
practice - repeated action; habit
professional - done for a livelihood or gain; a professional worker
thieves - plural of thief: one who steals
traffic - to trade (in), to carry on business (in)

BUYING STOLEN GOODS SKILLBUILDER

1. Many words have more than one meaning. Look at the words below. Write a sentence using the word in a different way than it was used in the information article.

   1) outlet _____

   2) traffic _____

   3) practice _____

   4) fence _____

   5) receiver _____

2. Fill in each blank with the word that fits the definition below. Some of the letters have already been filled in.

   1) t _ _ _ _

   2) _ t _ _ _ _ _

   3) _ _ t _ _ _ _

   4) _ _ _ t _ _ _

   5) _ _ _ _ t _ _ _ _ _

   6) _ _ _ _ _ t _ _ _ _

   1. one who steals
   2. using high standards of conduct
   3. a market
   4. a person who does something without being an expert
   5. real or lawful
   6. a rival

3. Read the following sentences. Mark T if it is true and F if it is false. Rewrite all the F sentences so they are true. You may use the information article.

_____ Most thieves steal things they can sell for cash.

_____ A receiver is a person who steals things.

_____ Receiving stolen property does not cause business to lose very much.

_____ A fence is a person who is involved in the buying and selling of stolen property.

_____ Marking items with some identification helps police return stolen property.

4. Find the words below in a dictionary. Write down the two guide words from the page.

	Guide Words	
1) merchandise	_____	_____
2) practice	_____	_____
3) traffic	_____	_____
4) amateur	_____	_____
5) consumer	_____	_____

5. Read the last paragraph of the information article. Put an x in front of the sentence below which describes the paragraph best.

_____ Buying and selling stolen goods is a big business.

_____ Many legitimate buisnessmen are involved in receiving stolen goods.

_____ Stolen items are more easily recovered by the owners if they have identification marks.

Employee
Theft

LESSON PLAN 3 EMPLOYEE THEFT

I. Objective

To help students recognize that taking items from one's place of work is stealing; to help them make wise decisions in the face of conflicting feelings and family pressure; and to recognize that this type of theft can have financial consequences for our society.

II. Motivation

Solve this mystery: Joe Scalla owns the Sunny Day Furniture Store. This store has been losing one or two pieces of outdoor furniture weekly for the last month. The outdoor furniture is displayed on a large patio enclosed by a ten foot chain link fence. The fence is kept open during the day and is locked every night by Jerry Howe, the store manager, just before he closes the store to go home. Joe Scalla, or one of his two salesmen who also have keys, usually open the fence when they arrive in the morning.

It all started one day when Joe arrived to find the fence lock had been ripped open and two lounge chairs were missing. He then installed a better lock, a burglar alarm and spotlights. However, the next week four beach umbrellas disappeared overnight and the lock hadn't been touched. This time he bought a guard dog. One morning soon after, a picnic table was gone. Joe Scalla and Jerry Howe, his employee of 10 years, don't know what to make of it. How do you think the furniture disappears?

III. Skit

Have students read aloud or perform skit entitled *No Skin Off Anyone's Nose.*

IV. Follow-up Questions

1. Why do you think Suzanne pushes her new tapes into Carla's hands and rushes off?
2. How do you think Suzanne feels about keeping the cassettes at the end of the skit?
3. Why does Suzanne stop what she is saying suddenly and change the subject when Carla asks her where she got the cassettes?
4. At the beginning of the skit, Sam is complaining that someone has stolen his tape deck. In light of what you now know, how do you feel about his remark?
5. What does Sam mean when he says: "It's no skin off anyone's nose?" Is it true? How do you know?
6. Is taking things from work the same as stealing? What kinds of things? Where do you draw the line?
7. What should Suzanne do?
8. What do you think happens to people who are caught stealing from where they work? Are they brought to court? How can you find out?

V. Suggestions for Activities

- Is there as much employee theft and shoplifting in other countries (for example Great Britain or Japan) as there is in the United States? Who would like to find out?
- Invite an executive of a local chain store or company to speak about problems his firm has with employee theft.
- Create a symbol or a slogan for the following: Don't steal from your employer; Don't shoplift; Don't buy hot goods; Don't vandalize. Look at existing symbols or slogans to learn what makes them work (bumper stickers, entrances to stores, traffic signs, advertisements). The slogans you like could be made into buttons.
- Look through the newspapers for cases involving embezzlement, employee theft, misuse of public funds or fraud. Clip the articles and bring them into class to be read and discussed. Follow up on these cases and report back to the class. Ask the class if they agree with their outcomes, or not. If not, discuss how they might want to make their opinions known (i.e. writing to state representatives, etc.).

VI. Role Playing Suggestions

- You are at a close friend's house for dinner. Her father comes home and surprises her and you with a handful of marker pens that he says he "got" from work. She is thrilled. How do you feel? What do you do?
- Your father tells you that his business has failed and he and your family must move to another city. How do you feel? Switch roles.

VII. Language Skillbuilder

Comprehension -	To provide practice in expressing the main idea of a reading selection.
	To determine cause and effect relationship.
	To provide practice in classifying.
Vocabulary -	To provide review of content vocabulary.
	To provide practice in word identification.
Structural Analysis -	To determine the number of syllables in a word.
Study Skills -	To provide practice in alphabetizing.
	To provide practice in reference skills.
	To practice dictionary use.

SKIT 3 EMPLOYEE THEFT (4 characters)

NO SKIN OFF ANYONE'S NOSE

Characters: Narrator (boy or girl)
Sam, older brother (20 years old)
Suzanne, younger sister
Carla, Suzanne's friend

Props: Several tapes or 8-track cartridges.

Suggestions for Costumes: Casual clothes

NARRATOR: Scene I takes place in Suzanne's living room just before dinner. Suzanne is sitting on the floor watching TV when she hears the door slam. Her brother, Sam, enters.

SAM: *(angrily walks in the front door)* First, it was the antenna ripped out and now they've swiped my tape deck! I don't know what's happening any more. Every time I turn around, I'm getting ripped off.

SUZANNE: *(jumping up)* What a drag! And I was counting on listening to those new tapes you brought home last week.

SAM: Yeah, I know *(in a happier voice)* Look – I brought you some new ones.

SUZANNE: *(excited)* Really? Let me see. Oh wow! *(names three popular recording groups)* These are just the ones I've been wanting, too! Where did you get them anyway?

SAM: *(in a lower voice)* Like I told you -- from the store.

SUZANNE: That's right, I remember. But I can't believe it. Do they let you just take these?

SAM: Sure. It's part of the job. You grab a little here, a little there–you know what I mean?

SUZANNE: *(a little unsure)* Well--

SAM: *(pats her on the head)* Look–all the guys do it. It's no skin off anyone's nose--all right?

SUZANNE: *(smiling)* Sure, Sam.

SAM: What's Mom cooking anyway? Smells good--spaghetti? *(they both exit)*

NARRATOR: Scene II takes place the next day after classes outside school.

SUZANNE: Hi, Carla.

CARLA: Hi.

EMPLOYEE THEFT SKIT

SUZANNE: See my new tapes?

CARLA: *(looking at tapes)* They're all super. You've been getting a lot of great tapes lately. Where are you getting all the money?

SUZANNE: Oh, my brother gets them for me where he--*(stops short and quickly changes the subject)* Hey, Carla, Lisa told me you and your folks are moving. I can't believe it. Is it true?

CARLA: *(sadly)* Yeah--it sure is.

SUZANNE: I'm really going to miss you.

CARLA: I'm going to miss you, too. I really wish we weren't going away.

SUZANNE: How come your folks are moving anyway?

CARLA: It's because of my Dad. His business--you remember the hardware store uptown? He just lost a lot of money in it.

SUZANNE: But I thought you were rich?

CARLA: So did I. But I guess we're not. Dad says a lot of things went wrong. For one thing, the people who worked for him were stealing a whole lot.

SUZANNE: You mean money from the cash register?

CARLA: Yeah--but stuff from the store, too. You know, paint, tools, things like that.

SUZANNE: Didn't your father know?

CARLA: Not until it was too late. I guess he trusted everyone too much. He just didn't watch them enough. But anyway, he's not the kind of guy that can go snooping around everyone, you know?

SUZANNE: *(a little nervously)* Yeah, that's too bad.

CARLA: So now we're moving. One good thing though--Lisa's giving me a good-bye party next Saturday night at her house and I'd like you to come. Oh--and bring your tapes.

SUZANNE: *(quickly)* Here, you take them now! *(pushes tapes into Carla's hands)*

CARLA: But Suzanne--you just got these! I don't need them until--

SUZANNE: *(interrupts Carla)* No, no--just take them. *(rushes off stage)* I've got to go.

CARLA: *(stands alone on stage holding tapes looking bewildered)*

SKILLBUILDER 3 EMPLOYEE THEFT

In 1974 the estimated cost of ordinary crime to American business was $20.6 billion. Ordinary crime includes shoplifting, *burglary*, vandalism, passing bad checks, *robbery*, and employee *theft*. *Employee* theft causes *wholesale* businesses and *retailers* to lose at least $2.5 billion a year.

This estimate does not include losses caused by *embezzlement*. It also does not include money lost in federal government programs. In a recent report, the Office of Inspector General estimated that in 1977, slightly more than $1 billion of misspent federal program money was due to *fraud* and abuse.

Who is responsible for employee theft? Employees at every job and salary level in stores, offices, warehouses, banks, plants – all areas of business -- are involved. That means the executives are just as likely to steal from the business as are the supervisors or the workers. It is estimated that between 8-10% of the employees are hard core *pilferers* and another 40% steal on occasion.

What items do employees commonly steal? Employees in industry often take office supplies or materials used in manufacturing. Those who work in stores steal cash from the register and merchandise from the shelves. In fact, employees steal more than shoplifters. More than one official *estimate* shows that 75% of all *inventory* shortages in retail stores are due to employee theft.

Efforts are being made to decrease employee theft. Law enforcement agencies are increasing activities in this area and business is increasing security rules. Some businesses do not do anything about employee theft because they cannot prevent all of it. However, if the employer treats employees fairly, has good management, and is firm about *ecurity* rules, the theft would *diminish*.

EMPLOYEE THEFT GLOSSARY

burglary - breaking into a home or building with the intent to steal
diminish - to make less
embezzle - to take for one's own use money or property entrusted to one's care
employee - one who works for wages or salary
estimate - to judge approximate cost
fraud - deception; trickery
inventory - an itemized list of goods, merchandise
pilfer - to steal, by taking articles of little value
retailer - merchants, storeowners, dealers; those who sell directly to customers
robbery - taking personal property from someone by violence or threat
security - freedom from exposure to danger; protection
theft - act of stealing
wholesale - selling goods to retailers instead of customers

EMPLOYEE THEFT SKILLBUILDER

1. Put an x in front of the best newspaper headline for the employee theft information article.

   _____ Employee Theft Problem Diminishes

   _____ Billions Lost Each Year to Employee Theft

   _____ Small Number of People Discovered Stealing From Employers

2. Put an x in front of the best ending to the following sentence.

   Because of employee theft _____

   _____ stores do not have things to sell to customers.

   _____ business makes a lot of money.

   _____ customers pay more money for things they buy.

3. Look at the words in the Word Bank below. Put them in alphabetical order.

   1. _____ 6. _____

   2. _____ 7. _____

   3. _____ 8. _____

   4. _____ 9. _____

   5. _____ 10. _____

4. Find the words that are listed in the Word Bank. Words may be horizontal, diagonal, or vertical

c	d	a	r	e	b	o	z	t	f	m	e
e	s	t	i	m	a	t	e	y	p	l	m
r	o	f	r	a	u	d	r	g	n	o	b
h	k	l	a	e	b	o	t	m	w	c	e
s	t	i	k	p	t	e	m	c	h	g	z
e	z	h	s	n	r	a	q	t	o	m	z
c	s	u	e	w	d	e	i	b	l	r	l
u	r	v	z	f	p	n	r	l	e	h	e
r	n	i	e	n	t	c	b	f	s	l	e
i	o	l	m	a	r	d	l	i	a	c	z
t	r	k	j	e	s	i	e	h	l	f	t
y	o	m	t	n	p	b	k	w	e	a	z

WORD BANK

fraud	estimate
theft	retail
pilfer	wholesale
embezzle	security
inventory	crime

30

5. Read the following sentences. Every time you see the word BANANAS change it to a word that completes the sentence. You may use the information article and glossary to help you find the right word.

   People who steal items of little value are called BANANAS.

   _____

   Billions of dollars worth of BANANAS are lost because of employee theft.

   _____

   Good management would help BANANAS employee theft.

   _____

   BANANAS is not included in the $2.5 billion estimate of employee theft loss to business.

   _____

6. Add the word in italics that belongs.

Ordinary Crime	
shoplifting	*assault*
employee theft	*vandalism*
burglary	*murder*
_____	*hijacking*

7. Separate the following words into syllables. Use a dictionary, if necessary.

   1. estimate _____
   2. fraud _____
   3. inventory _____
   4. embezzle _____
   5. security _____
   6. theft _____
   7. employee _____

Vandalism

LESSON PLAN 4 VANDALISM

I. Objective

To help students recognize that vandalism is a crime; to help them make wise decisions in the face of fear of losing friends; and to realize that vandalism has financial ramifications.

II. Motivation

Walk around school. Ask students to make note of what they observe. Or, hold up a can of spray paint. Ask the class what spray paint is used for. Are there places spray paint is wrongly used?

III. Skit

Have students read aloud or perform the skit entitled *Just for Kicks.*

IV. Follow-up Questions

1. Why does Rob poke Pete at the end of the skit?
2. Why do you think Rob and Pete might not want to tell the policeman what they suspect about Joe and Ed?
3. What do you think they should do?
4. What do you think happens to people who get caught destroying property?
5. Have you ever known anyone who was picked up for vandalism? What happened to them?
6. What do you think should happen to people who get caught?
7. How much would you guess a new school bus costs? ($14,000 - $16,000) How can you find out?
8. How many reports of vandalism would you guess there have been in this state last year? How much did it cost? Who pays for it? How can you find out?
9. Vandalism is often high among pre-teens and teenagers. Why do you think this is so? What kinds of things do you think kids, schools or parents could do to discourage it?

V. Suggestions for Activities

- What can we do to avoid vandalism in the classroom?
- Lead a class discussion on one or both of the following ideas that are being tried today to curb vandalism. If your class agrees with the new idea and would like to see it happen in your school or community, investigate how you might begin working toward this end.

  (a) In Deerfield, Illinois, vandalism has been taken out of the criminal category and is now prosecuted as a misdemeanor, like traffic tickets. A first offense warrants a warning to the vandal's parents. But for second offenses, fines range up to $500, and the vandal's parents are held responsible. Do you think parents should pay for their children's crimes?

  (b) In an effort to reduce vandalism in several San Francisco schools, the student councils have been offered the following arrangement: They are given the money (usually thousands of dollars) that is generally spent each year on reparing broken windows, etc. At the end of the year, any money they have

left after repairs have been paid for may be spent any way they choose (provided it's legal). The result? Students in these schools have waged an all-out campaign against vandalism in school. Vandalism has dropped dramatically, and the students now have thousands of dollars to buy sports equipment and other needed items. Student's morale also has improved; they take more interest in how their school looks now that they have some say in how money is spent.

- Often teenagers get into trouble because there aren't enough activities that interest them. Some communities are keeping their schools open after school and in the evenings for students and adults. Does your community have such a program? Do you think it could benefit from one? Often these programs need volunteers to get them started. Is anyone interested in looking into this?
- Outdoor murals on the walls of old buildings or construction sites, for example, can be an asset to the community and a more attractive as well as creative outlet for students than graffitti. Is anyone interested in finding out if there are opportunities for this type of project in our community?
- A caption sums up the main idea or feeling of a picture. Take your own photographs or find pictures in magazines that you feel show some aspect of vandalism, shoplifting, or burglary. Write a caption for each picture and with one or two other students, arrange them for a bulletin board display.
- Get together with a few students to plan a special news broadcast dealing with how crime affects your school. Find out the news and information from as many people and observations as possible. Interview people on a tape recorder, if possible, to get their opinions. When you write the show, work these interviews into the script. Watch special news broadcasts on TV to get ideas. Give this broadcast live to a group. If an assembly program is planned for the skits, this could be part of the program.
- Slide shows can tell a story. Walk around your school and neighborhood taking photographs of things you feel have been affected by crime. After the pictures are developed into slides, pick the good ones and arrange them in the slide projector in an order that tells a story. Narrate the story for your class as you show the slides.

VI. Role Playing Suggestions

- You are a school principal. You are about to submit a budget for new sports equipment when a teacher brings in several students who have just been caught breaking ten windows and destroying other school property. You know some of the sports equipment money will now have to go for repairs. How do you feel? What do you say and do? Switch roles.
- You are out with some of your friends after school and some of them decide it would be fun to get some spray paint and write grafitti on the side of a nearby building. Everyone thinks it's a great idea. How do you feel? What do you do?

VII. Language Skillbuilder

Comprehension -	To provide practice in making an inference.
	To provide practice in sequencing.
	To determine cause and effect relationship.
	To provide practice in recognizing key words (main idea).
Vocabulary -	To reinforce vocabulary/definitions.
Study Skills -	To provide practice in alphabetizing.

SKIT 4 VANDALISM (11 characters)

JUST FOR KICKS

Characters:
- Narrator (boy or girl)
- Rob
- Pete
- Pizza shop owner (boy or girl)
- Joe
- Ed
- Donna
- Volleyball player I (girl)
- Volleyball player II (girl)
- Officer Di Carlo (boy or girl)
- Coach (boy or girl)

Props:
- Table
- Chairs

Optional Props:
- Paper cups
- Straws
- Sandwiches or pizza
- Basketball
- Gym bags

Suggestions for Costumes:
- Pizza owner: hat and apron
- Rob, Pete and other players: school jackets
- Officer: badge and hat
- Coach: cap and sweatshirt
- Others: casual clothes

NARRATOR: Scene I takes place late Friday afternoon or early evening in *(fill in name of local pizza hangout)*. Ed, Joe and Donna are already sitting at a table eating, and drinking colas. Rob and Pete, members of the high school basketball team, enter.

ROB: Hey Joe --

JOE: Rob! How ya doing? It sure must be tough keeping those training hours.

ROB: Yeah--it sure is. We've got a big game tomorrow, too.

JOE: Home or away?

ROB: Away. A few of us are getting up early for some last minute practice and then we're leaving from school around noon.

PIZZA SHOP OWNER: *(to Rob and Pete)* Okay, what'll it be?

ROB: *(looks at Pete)* The usual? *(Pete nods)* Okay. Four slices with the works and two colas. *(to Joe and his friends)* What have you guys been up to?

JOE: Oh–just hanging out and getting a few kicks here and there–you know.

PETE: *(interested)* Yeah? What kind of kicks?

ED: Well, last week--

DONNA: Let Joe tell it.

JOE: Forget it. These All Stars don't want to hear about it.

PETE: Come on, Joe. Out with it.

JOE: Well as Ed was saying--last week we busted ole man Brennan's window. You know what a mean old cuss he is. *(all nod)* Once he almost called the cops because Sam, here, swiped a pack of cigarettes.

PETE: I'll bet he was sore when he saw the window.

SAM: We watched him the next morning from behind the laundromat. Boy, was he mad!

ROB: *(motions to Joe and they walk away from the group who keep talking in background)* Hey Joe, you keep breaking windows and you're going to get in trouble one of these days.

JOE: No, No--we're just having some fun.

ROB: *(changing the subject)* Hey, why don't you come over and play ball on Sunday--like you used to.

JOE: *(in a way that doesn't sound like he means it)* Sure, Rob. Sure thing.

ED: *(in a whisper)* Hey Joe, we've got to get going. *(winking to Rob)* We've some *business* down at the school. *(Joe, Ed and Donna exit)*

NARRATOR: Scene II takes place the next day. Rob, Pete and two members of the girl's volleyball team are waiting in front of the gym for the bus to take them to the away basketball and volleyball games planned for that afternoon. The coach arrives.

COACH: I've got some bad news.

ALL TOGETHER: What coach?

COACH: The bus is a wreck. Tires all slashed, windows broken, spray paint all over.

VANDALISM SKIT

VOLLEYBALL PLAYER I: When did it happen, coach?

COACH: Had to be last night. It was okay when I left yesterday.

VOLLEYBALL PLAYER II: Did somebody call the cops?

COACH: Yeah–I did about 15 minutes ago.

ROB: What about the game?

COACH: Well it's too late to get another bus--I checked. I've been trying to get some cars and drivers together to take everyone. We haven't much time, though. If we can't make it, we'll have to forfeit both games.

OFFICER DI CARLO: *(enters)* Wow! What a mess. Somebody really gave that bus the once-over. Any of you have any idea who?

All the students shrug -- Pete suddenly looks like he has an idea.

PETE: *(turns to Rob)* Hey, remember what Joe was saying --

ROB: *(pokes Pete to keep him quiet)*

SKILLBUILDER 4 VANDALISM

Vandalism is the *intentional* destruction of another person's property. A *vandal* often *impulsively* causes damage. Vandalism can be breaking windows, *strewing* trash, spray-painting buildings, writing *grafitti* on walls, or even setting fire to property.

Vandals damage public and private property. Most vandalism is directed against public buildings, public transportation stations and equipment, but private business suffers too.

Each year, insurance companies must pay out more to businesses to *compensate* for vandalism damage. The price of vandalism is very high. It costs New York City, for example, $10 million a year to clean up grafitti. Losses caused by *deliberately* set fires also run into the millions. When a fire is set on purpose, it is called *arson.*

People of all ages take part in acts of vandalism, however, *statistics* say that many vandals are teenagers. Some people don't even know they are vandals.

Environmental damage is an example of destruction often caused by unthinking vandals. These vandals litter beaches. They write names and dates on rocks, cliffs, bridges over highways and rivers, and on trees in parks. It costs millions of dollars each year to clean up after them.

Vandalism is a difficult and expensive problem to solve.

VANDALISM GLOSSARY

arson - the malicious burning of property
compensate - to make up for
deliberately - done as the result of careful thought
environmental - having to do with one's surroundings
grafitti - inscriptions, drawings or the like found on rocks, walls, etc.
impulsively - acting on thoughts of the moment
intentional - done by design or purpose, intended
statistics - those facts which can be stated in numbers
strewing - scattering
vandal - one who willfully destroys or mars property

VANDALISM SKILLBUILDER

1. Read the following paragraph. Put an x in front of the correct answer.

   Jo Ann sighed as she drove her car to the glass company. "This is the second time this happened in a month. I'm afraid my car insurance will be raised. I wish the police would catch the vandals who are doing this."

   _____ Jo Ann's car has a flat tire.

   _____ Jo Ann's car has a smashed window.

   _____ Jo Ann is paying her car insurance.

2. These sentences are not in order. Read and rearrange them by numbering them 1 to 6.

   _____ Larry made a silly picture on the window with paint.

   _____ They had bought a can of spray paint for Larry's mother.

   _____ One night Jack and Larry were walking home.

   _____ The store clerk came out and caught the boys when they started to run away.

   _____ Jack dared Larry to spray paint on a store window.

   _____ Jack and Larry have to work to help their parents pay for the damage that was done to the store window.

3. Read the following paragraph. Put an x in front of the best ending.

   The City of New York added many new employees to its payroll. Some of the new employees were hired to clean grafitti from walls. New York would save money if people:

   _____ moved to a different state

   _____ did not write grafitti on walls

   _____ obeyed safety rules

4. Read the following paragraph. Rewrite it as if you were sending a message in a *telegram.* Choose the most important words since you will be charged 10 cents (points) for each word.

   Litter is an evironmental problem that contributes to water and land polution and adds to the burdensome cost of solid waste collection.

   Telegram

   _____

   _____

   Total cost _____

5. Directions

1. Match the words in Column A with the definitions in Column B.
2. Write the number of each word in the blank beside its definition.
3. Put the number of each word in the space of the Magic Square that matches the letter of its definition.
4. When you are finished, add the numbers down and across each row. If you are correct the magic number (total across and down each row) will be the same. If they are not, try again.

Column A

1. Arson
2. Grafitti
3. Vandal
4. Compensate
5. Impulsively
6. Intentional
7. Damage
8. Environment
9. Property

Column B

___ A. That which surrounds one
___ B. The malicious burning of property
___ C. Done on purpose
___ D. One who willfully destroys property
___ E. Acting on thoughts of the moment
___ F. Loss due to injury
___ G. To make up for
___ H. That which a person owns
___ I. Drawing or the like on walls, rocks, etc.

Magic Square

A _____	B _____	C _____
D _____	E _____	F _____
G _____	H _____	I _____

Magic Number _____

6. Put the words in *Column A* above in alphabetical order.

1. _____ 6. _____
2. _____ 7. _____
3. _____ 8. _____
4. _____ 9. _____
5. _____

Juvenile
Court

LESSON PLAN 5 JUVENILE COURT

I. Objective

Involve students in the workings and the decision-making process of the juvenile justice system in the hope that they may better understand both the consequences of crime and some of the problems this system currently faces.

II. Motivation

What kinds of things do people your age get punished for? What punishments do you think are fair, which are not? Which types of punishments do you think help people not to repeat their mistakes? Which do not?

III. Skit

Have the students read aloud or perform the skit entitled *Judge for Yourself.*

IV. Follow-up Questions

1. Do you agree with the decision the judge came to? Why? Why not? What things did you take into consideration in coming to your decision?
2. Do you think that the judge's decision should have been more severe? Less severe?
3. The first time Wendy was picked up for shoplifting there was a court hearing, but the store manager dropped the charges. Do you think he should have?
4. At one point the prosecutor asks the police officer if he reminded Wendy of her right to remain silent when he first realized she was suspected of shoplifting. What amendment of the Constitution guarantees this right? (5th Amendment)
5. How much do you think it costs the state to have a trial of this kind? Where does the money come from?
6. How much do you think it cost the state to keep Wendy in a detention home for girls for six months? ($12,000 a year) Where does this money come from?
7. How do adult court trials differ from juvenile court trials? Who would like to find out?
8. One reason Wendy says she steals is because she wants to have the things she sees on TV and in magazines. What effect do you think advertising has on our lives?

V. Suggestions for Activities

- Many policemen spend almost half their time waiting around in court. What's wrong with this system and how would you improve it?
- Witnesses, too, can spend all day in court and perhaps not be called to testify. Sometimes they lose pay. In addition, court schedules are often so crowded that many months may pass between the actual crime and the trial and often witnesses forget important details or faces. What would you do to improve this system?
- At one point Wendy says that she didn't realize how much trouble she could get into. Many people today believe that the certainty of punishment would deter crime. That is, sentences should not necessarily be more severe, but more certain. Countries such as England have found this to be true. What are the benefits of this type of system, what are the drawbacks? Who would like to investigate this further?

- Find out whether the courts in your state are doing an effective job. What is the rate of arrests and convictions? What are the problem areas? Report to the class.
- Get together with a few students to plan a talk show. Select a topic related to crime. For example: How has crime affected you, and what are you doing about it? Choose a host and two to four guests. The guests could be a homeowner, an ex-convict, a juvenile probation officer and a retired person. A section of the show could be devoted to listeners who call in with their opinions on the subject. Present the show to your class or to a class of younger students.
- Listen for conversations in stores, in school, or in your neighborhood in which people express opinions about crime. Jot down what you hear. Later put together the conversations from notes and from memory into a short script. Act it out with fellow students. When the script runs out, make up the rest of the words. Go out and do it again and see if you can find more to write down.

VI. Role Playing Suggestions

- You are a parole officer. You meet with teenagers such as Wendy (shoplifter in Skit 1) once every two weeks. You know she has a serious problem. What do you say to her to try to help her? Switch roles.
- Two lawyers are arguing about the juvenile court system. One feels that the sentences are too lenient. The other feels that the sentences are too tough. What do you think? Role play this situation with a friend.

VII. Language Skillbuilder

Comprehension -	To provide practice in identifying sentences to support an inference.
	To provide practice in sentence recognition; sentence completion.
	To provide practice in recalling details.
	To provide practice in making an inference.
Vocabulary -	To provide practice in discovering and generating new words with letters of a given word.
Structural Analysis -	To provide practice in identifying root words.
Study Skills -	To provide practice in locating information.

SKIT 5 JUVENILE COURT (13 characters)

JUDGE FOR YOURSELF

Characters:
- Narrator (boy or girl)
- Janet Rostin, caseworker
- Wendy Saunders, defendant
- Mrs. Saunders
- Mr. Saunders
- Defense lawyer (boy or girl)
- Prosecutor (boy or girl)
- Judge (boy or girl)
- Bailiff (boy or girl)
- Clerk (boy or girl)
- Mr. Olivera, store supervisor
- Officer Morrison
- Mrs. Nardini, saleslady

Props:
- Chairs
- Table
- Desk

Optional Props:
- Gavel
- Paper, folders for lawyers
- Bible
- American Flag
- State Flag

Costume Suggestions:
- Judge: Dark robe
- Lawyers: Suits, glasses, briefcases
- Policeman: Badge, hat, dark shirt and pants
- Bailiff: Similar to policeman
- Others: Street clothes

NARRATOR: Wendy Saunders (whom we encountered in the skit, *Who's to Know?)* has been charged with grand larceny. It is the second time she has been caught shoplifting. The first time she stole $25 worth of merchandise from a local department store. At first the store manager filed a complaint for petty larceny, but at the court hearing, he agreed to drop the charges. The judge gave Wendy a stern reprimand, released her to the custody of her mother, and dismissed the case.

The second time, Wendy was caught outside another large department store with a stolen handbag, cosmetics and a silk shirt she was suspected of stealing. A complaint was filed and a caseworker was assigned.

CASEWORKER: My name is Janet Rostin. I'm a caseworker. My job is to investigate the charges in this case and to make a special report on Wendy's family background. I present my report to the judge and he decides whether or not to proceed with a hearing.

These were some of my findings. *(reads)* Wendy Saunders comes from an upper middle class home. She is an average student at a local junior high school, and her attendance there is good. When questioned about her stealing, she said that at first she did it on a dare, but then found that she really liked being able to have things she saw in magazines and on TV, things she couldn't afford on her allowance. She feels that the things she steals are nothing compared to the thefts she reads about in the newspapers. She *does* find it embarassing when her friends discover she has been caught. Also she hopes to go to college to become a veterinarian and she is afraid that they will find out and she will not be accepted for training.

JUVENILE COURT SKIT

NARRATOR: Based on the caseworker's report, a hearing was scheduled which is already in progress. The prosecutor is trying to prove Wendy stole the handbag ($40), the cosmetics ($8), and the silk shirt ($55) to sustain the charge of grand larceny (theft of an article or articles valued at $50 or more.)* The defense attorney will try to prove that the evidence presented does not prove Wendy stole the silk shirt. In this way, he hopes to have the charge reduced to petty larceny which would carry a lighter penalty. As we come in on the scene, the prosecutor is questioning Mr. Olivera, the store supervisor, who is seated on the witness chair to right of judge.

(Scene Instructions)
Judge is seated behind a desk facing the audience. The defendant is seated to the right of the witness chair facing the judge. The bailiff is standing by the door to the courtroom. The defense attorney and the clerk are seated at a long table at the front of the courtroom facing the judge. The witnesses, the defendant's parents, the narrator and caseworker sit in chairs behind the defense attorney and clerk also facing the judge.

PROSECUTOR: When you found the silk shirt in the defendant's tote bag, was there a sales ticket or a manufacturer's ticket on it?

MR. OLIVERA: No.

PROSECUTOR: Was the manufacturer's ticket for the shirt ever found?

DEFENSE ATTORNEY: Objection. There is no way to prove a manufacturer's ticket belongs to a particular garment.

JUDGE: Sustained.

PROSECUTOR: In what condition was the silk shirt you found in the defendant's tote bag?

MR. OLIVERA: It looked like new.

PROSECUTOR: What did you do when you found the shirt?

MR. OLIVERA: I had the blouse department check their stock and sales receipts to see if any shirts like the one found in the defendant's tote bag were missing.

PROSECUTOR: What were their findings?

MR. OLIVERA: They found they were missing one blue silk shirt, size 6. In addition, the saleslady, Mrs. Nardini, found a manufacturer's ticket from this type of shirt on the floor next to the counter where they were displayed.

* In some states grand larceny is as low as $25. In New York state it is $100 or more.

PROSECUTOR: What color and size was the shirt found in the defendant's tote bag?

MR. OLIVERA: Blue, size 6.

PROSECUTOR: Getting back to the afternoon of May 4th in Mr. Minnard's office, what happened after Mrs. Nardini said she had shirts similar to the one in question in stock?

MR. OLIVERA: Mr. Minnard said he was fed up with shoplifters, that he wasn't going to be soft-hearted anymore. Then he, the policeman and the defendant left for the precinct station.

PROSECUTOR: Thank you, Mr. Olivera, I have no further questions of this witness. *(returns to his seat at table)*

DEFENSE ATTORNEY: Mr. Olivera, when the silk shirt was discovered in the defendant's tote bag, did anyone ask her where she got it?

MR. OLIVERA: Yes, sir.

DEFENSE ATTORNEY: What did she say?

MR. OLIVERA: She said she had bought it the day before at York's Department Store.

DEFENSE ATTORNEY: To your knowledge did you or anyone else ever contact York's to see if they carried that particular shirt in that size and color?

MR. OLIVERA: Yes, sir. I did the next day.

DEFENSE ATTORNEY: And --

MR. OLIVERA: The buyer in their blouse department said, yes, they did carry it.

DEFENSE ATTORNEY: I have no further questions. *(returns to his seat at table)*

PROSECUTOR: Mr. Olivera, one final question. Did you or anyone else in your presence ever ask the defendant to produce a sales receipt for the shirt?

MR. OLIVERA: Yes, sir, but she said she had lost it.

PROSECUTOR: No further questions. *(both Mr. Olivera and prosecutor return to their seats)*

JUVENILE COURT SKIT

JUDGE: Call the next witness.

PROSECUTOR: I call Officer Howard Morrison. *(Howard Morrison takes the witness stand)*

CLERK: *(swears in Officer Morrison)* Place your right hand on the Bible . . . Do you swear to tell the truth, the whole truth and nothing but the truth -- so help you God?

OFFICER MORRISON: I do.

PROSECUTOR: What is your name?

OFFICER MORRISON: Howard Morrison.

PROSECUTOR: What is your address?

OFFICER MORRISON: I live at 20 Beech Street.

PROSECUTOR: What is your job?

OFFICER MORRISON: I am a member of the *(fill in name of local police department).* I am a foot patrolman downtown.

PROSECUTOR: Where were you on the afternoon of May 4, 198_ at approximately 4:15 P.M.?

OFFICER MORRISON: I was on duty at the corner of Main and Summer Streets.

PROSECUTOR: Would you tell the court what happened at that time?

OFFICER MORRISON: I was with my partner, Officer Armstrong, when I noticed Mr. Olivera rush out of Lane's Department Store and speak with the defendant. He waved for me to come over and I did.

PROSECUTOR: What happened then?

OFFICER MORRISON: He told me he had observed the defendant stealing the cosmetics and suspected she had stolen the handbag, too.

PROSECUTOR: Did you remind the defendant of her right to remain silent?

OFFICER MORRISON: I did, but she began to cry and say she would give the stuff back and --

DEFENSE ATTORNEY: Objection --

PROSECUTOR: *(interrupts)* Your honor, it is the state's contention that the words of the defendant at this time are material and admissable in that they were a spontaneous expression of her feelings at the moment of being apprehended and thus fall within well-known and respected exceptions to the hearsay rule.

JUDGE: Overruled. *(to the officer)* Continue.

OFFICER MORRISON: As I was saying, she began to cry and to say she was sorry. She promised she wouldn't do it again if we wouldn't call her mother. She said she was afraid her mother would get too upset, and admitted to having been caught shoplifting once before.

PROSECUTOR: Thank you, Officer Morrison, no further questions. *(returns to his seat at table)*

DEFENSE ATTORNEY: Officer Morrison, did the defendant ever in your presence or to your knowledge admit to stealing the blue silk shirt?

OFFICER MORRISON: No, sir.

DEFENSE ATTORNEY: Thank you. No further questions. *(both Officer Morrison and defense attorney return to their respective seats)*

PROSECUTOR: *(rises)* Your honor, that concludes the case for the People.

JUDGE: *(to defense attorney)* Call your first witness.

DEFENSE ATTORNEY: *(rises)* I call Mrs. Nardini. *(Mrs. Nardini takes the witness stand)*

CLERK: *(swears in Mrs. Nardini)* Place your right hand on the Bible . . . Do you swear to tell the truth, the whole truth and nothing but the truth -- so help you God?

MRS. NARDINI: I do.

DEFENSE ATTORNEY: What is your name?

MRS. NARDINI: Frances Nardini

DEFENSE ATTORNEY: Where do you reside?

MRS. NARDINI: 90 Fairmount Avenue.

DEFENSE ATTORNEY: What is your job?

JUVENILE COURT SKIT

MRS. NARDINI: I am a saleslady in the blouse department of the Lane Department Store.

DEFENSE ATTORNEY: Mrs. Nardini, where were you on the afternoon of May 4, 198__?

MRS. NARDINI: I was working in the blouse department.

DEFENSE ATTORNEY: Did you see the defendant take the silk shirt?

MRS. NARDINI: No, sir.

DEFENSE ATTORNEY: Did any other sales clerk advise you that they saw the defendant steal the silk shirt?

MRS. NARDINI: No, sir.

DEFENSE ATTORNEY: Mr. Olivera testified that you said silk shirts identical to the one found in the defendant's possession had been put on display for the first time that day, Tuesday, May 4th. Is that true?

MRS. NARDINI: Yes, sir.

DEFENSE ATTORNEY: Would you say many customers looked at those shirts that Wednesday?

MRS. NARDINI: Oh yes, sir. We were constantly having to refold them because so many customers were picking them up and trying them on.

DEFENSE ATTORNEY: Were there any other blouses with that particular brand name in the vicinity of the silk shirts?

MRS. NARDINI: Yes, sir.

DEFENSE ATTORNEY: Did you or anyone else to your knowledge check to see if a manufacturer's ticket was missing from any of them?

MRS. NARDINI: No, sir.

DEFENSE ATTORNEY: So it is possible that the manufacturer's ticket found later by you on the floor could have been from one of any number of blouses. Is that not so?

PROSECUTOR: Objection, your honor.

JUDGE: Overruled. Mrs. Nardini, answer the question.

MRS. NARDINI: Yes, sir. I suppose so.

DEFENSE ATTORNEY: Thank you. No further questions. *(to prosecutor)* Your witness.

PROSECUTOR: *(rises)* No questions. *(Mrs. Nardini returns to her seat)*

DEFENSE ATTORNEY: I call Wendy Saunders. *(Wendy Saunders takes the witness stand)*

CLERK: *(swears in Wendy)* Place your right hand on the Bible. . . Do you swear to tell the truth, the whole truth and nothing but the truth -- so help you God?

WENDY: I do.

DEFENSE ATTORNEY: Were you present in the Lane Department Store on the afternoon of May 4, last?

WENDY: Yes.

DEFENSE ATTORNEY: What did you do while you were in the store?

WENDY: I stole a leather handbag and some cosmetics.

DEFENSE ATTORNEY: Did you realize that this was the wrong thing to do?

WENDY: Yes, but I never realized how much trouble I could get into until now.

DEFENSE ATTORNEY: Did you take anything else from the store?

WENDY: No.

DEFENSE ATTORNEY: Did you take a blue silk shirt, size 6, from the store?

WENDY: No -- I told them what I took and I didn't take their shirt.

DEFENSE ATTORNEY: What size shirt do you wear?

WENDY: Size 7.

DEFENSE ATTORNEY: Thank you. No more questions. *(to prosecutor)* Your witness.

PROSECUTOR: *(rises)* No questions.

JUVENILE COURT SKIT

DEFENSE ATTORNEY: Your honor, I feel that the evidence presented here fails to show beyond a reasonable standard of doubt that the defendant stole the silk shirt found in her possession on the afternoon of May 4th last, and as such the charge brought against the defendant should be reduced to petty larceny. *(sits down)*

PROSECUTOR: *(rises)* I must disagree with my colleague, the defense attorney. The defendant has already admitted to the theft of the bag and cosmetics in the mistaken belief that her honesty would serve to save her from punishment. However, when she saw that it would not, she declined to cooperate further. The physical evidence is striking. The defendant was found with a blue silk shirt, size 6, in her possession immediately outside the Lane Department Store. An immediate check of the blouse department in the store produced the discovery that one blouse was missing, also size 6, color blue.

JUDGE: The issue before the court is whether the defendant is delinquent of petty or grand larceny. Court will recess for 10 minutes. *(bangs gavel three times)*

(Bailiff should now pass out JUDGE FOR YOURSELF slips to the class and have them fill them out. He should allow a few minutes and then collect slips, tally them with the clerk and pass the results to the judge.)

BAILIFF: Will the defendant please rise.

JUDGE: It is the opinion of the court that you are found *(reads results)*

MRS. SAUNDERS: *(breaks down crying)* Oh, Wendy.

MR. SAUNDERS: *(puts his arm around Mrs. Saunders)*

JUDGE FOR YOURSELF

(Circle the number that best describes how you would judge this case.)

1. You find Wendy delinquent by reason of grand larceny (stealing the handbag, cosmetics and the silk shirt, total value $105). Wendy has committed a felony (serious crime). In this case, you confine her to the county detention home for girls for an indeterminate time (minimum six months).

2. You feel there isn't enough evidence that Wendy stole the silk shirt, so you reduce the charge to petty larceny. You find her delinquent of this charge, a misdemeanor. You put her on probation for up to one year and she will have to report regularly to a parole officer as well as undergo psychological counseling.

3. You feel that Wendy is delinquent by reason of petty larceny but you decide to be lenient and to merely give her a stern reprimand.

4. Other. (Write in what charge you think Wendy is delinquent of - petty larceny or grand larceny -- what you think her punishment should be and why.)

_____

_____

_____

SKILLBUILDER 5 JUVENILE COURT

A *juvenile* court is a court of *law* that deals with children, not as criminals, but as children in need of aid, encouragement or guidance. The first juvenile court was established in Illinois in 1899.

Juvenile courts serve children who are:

1. delinquent - those who need care because they have committed acts harmful to themselves or others.
2. neglected - those who need care because their parents or guardians refuse or neglect to care for them.
3. dependent - those who need care because their parents or guardians cannot care for them.

In recent years, the number of young people arrested has risen sharply. According to the Federal Bureau of Investigation, approximately one fourth of the 9 million persons arrested in 1977 were juveniles. The FBI also estimated that in 1977, more than 41% of all juvenile offenders taken into police *custody* were *referred* to the *jurisdiction* of juvenile court. This explosion of juvenile crime has placed a burden on the 3000 juvenile courts across the nation.

Many professional people are involved with juvenile court. These people are judges, social workers, lawyers, and police officers. It is important for them to have proper training and knowledge so they can treat children fairly.

Court *proceedings* usually involve a *case study*, a *hearing*, and a *disposition*. The judge sets the disposition after hearing all the information that was discovered in the case study. While there are many dispositions a judge can make, the most frequent is *probation*. Eighty percent of the children who have court hearings are placed on probation and must meet regularly with court-appointed probation officers for a period of time. Sometimes a judge will decide a juvenile must be confined to an institution. This *severe* court action is taken if a child is found to need constant supervision. The objective of confinement is to prepare the juvenile to return to the community.

The juvenile court system is very *complex*. Fortunately, many people who are concerned with *justice* for children study it and encourage changes to make it better.

JUVENILE COURT GLOSSARY

case study - report of the facts of a situation
complex - made up of complicated parts
custody - keeping, arrest
disposition - treatment decision, usually made by the judge; sentence
hearing - listening to the arguments concerning a case study; a trial
jurisdiction - area of authority
justice - administration of law; fairness
juvenile - young person; usually under the age of 18
law - rule of conduct
probation - supervision with certain conditions decided by the court
proceedings - actions, goings-on
referred - to be sent for treatment or aid
severe - serious, harsh

JUVENILE COURT SKILLBUILDER

1. Read the sentence. Find a sentence in the information article that supports this statement and write it below the sentence.

   Juvenile court is not the same as criminal court.

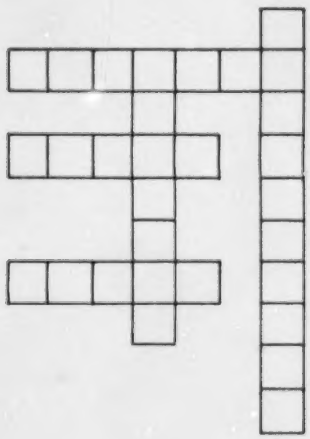
   _____

   _____

2. Look at the words. Write the root word for each word in the crossword spaces.

   Down
   1. delinquency
   2. proceedings

   Across
   1. disposition
   2. minority
   3. referred



3. Read the sentences. Write T if the sentence is true and F if the sentence is false. Rewrite all the F sentences to make them true. You may use the information article.

   _____ The most frequent court disposition is confinement.

   _____ The juvenile court is very complex.

   _____ Only a judge is involved in juvenile court proceedings.

   _____ Delinquents are children who have done something to harm themselves or others.

   _____ Sometimes children are sent to institutions.

4. How many words can you make with the letters in the word PROCEEDINGS (three letters or more).

1. _____	6. _____	more (?)
2. _____	7. _____	
3. _____	8. _____	
4. _____	9. _____	
5. _____	10. _____	

5. Read the following. Write S if it is a sentence; O if it is not a sentence. Rewrite all the O's to make complete sentences.

_____ Minors who are caught shoplifting

_____ The actions of juvenile court are meant to help children

_____ One of the dispositions of juvenile court

_____ The increase in juvenile crime is a serious problem

6. Read the paragraph and them put an x in front of the best answer.

This was the second time Joe was referred to juvenile court. His father was upset because he had tried to do things with Joe. But they always ended up in an argument. This time Joe was caught slashing the tires of a neighbor's car. The car's windshield was smashed too. The judge looked at Joe sternly.

_____ Joe felt neglected by his father.

_____ Joe was a delinquent and needed guidance.

_____ Joe went to jail for breaking windows.

_____ Joe did not think he had done anything wrong.

Scope/Sequence Chart

Activity	Skill*				Goal
	Comp	*Voc*	*SA*	*SS*	
SHOPLIFTING					
1			•		To identify root words and generate new words by adding suffixes
2		•			To provide review of content vocabulary
3	•				To distinguish between fact and opinion
4		•			To build vocabulary through selecting word meaning
5		•			To provide practice in identifying and spelling content vocabulary
BUYING STOLEN GOODS					
1		•			To expand student awareness of the multiple meanings of words
2		•			To provide practice in matching words and definitions
3	•			•	To determine sentence authenticity; to practice reference skills
4				•	To provide practice in identifying guide words when using a dictionary
5	•				To provide practice in following directions and selecting the main idea
EMPLOYEE THEFT					
1	•				To provide practice in expressing the main idea of a reading selection
2	•				To determine cause and effect relationship
3				•	To provide practice in alphabetizing
4		•			To provide review of content vocabulary
5		•		•	To provide practice in word identification and reference skills
6	•				To provide practice in classifying
7			•	•	To determine the number of syllables in a word; practice in dictionary use

*Skill key: Comp = Comprehension
Voc = Vocabulary
SA = Structural Analysis
SS = Study Skills

SCOPE/SEQUENCE CHART (cont'd)

Activity	Skill*				Goal
	Comp	*Voc*	*SA*	*SS*	
VANDALISM					
1	•				To provide practice in making an inference
2	•				To provide practice in sequencing
3	•				To determine cause and effect relationship
4	•				To provide practice in recognizing key words (main idea)
5		•			To reinforce vocabulary/definitions
6				•	To provide practice in alphabetizing
JUVENILE COURT					
1	•				To provide practice in identifying sentences to support an inference
2			•		To provide practice in identifying root words
3	•			•	To provide practice in recalling details; locating information
4		•			To provide practice in discovering and generating new words with letters of given word
5	•				To provide practice in sentence recognition; sentence completion
6	•				To provide practice in making an inference

* Skill key: Comp = Comprehension
Voc = Vocabulary
SA = Structural Analysis
SS = Study Skills

Answer Key for Skillbuilders

SHOPLIFTING

1. prosecute -teacher judgement
   legislate
   shoplift
   employ
2. store; shoplift; criminal; customer; billion
3. O; F; O; F; F
4. wealthy; equipment; greatly increased; arrested
5. shoplift; teenager; estimate; arrest; legislation;

   Mystery Word: steal

BUYING STOLEN GOODS

1. teacher judgement
2. thief; ethical; outlet; amateur; legitimate; competitor
3. T; F - a receiver buys and sells stolen property; F - receiving stolen property is estimated to cost business $3.5 million; T; T
4. teacher judgement; varies according to dictionary used
5. Stolen items are more easily recovered by the owners if they have identification marks.

EMPLOYEE THEFT

1. Billions Lost Each Year to Employee Theft
2. customers pay more for things they buy.
3. crime; embezzle; estimate; fraud; inventory; pilfer; retail; security; theft; wholesale

4.

c	d	a	r	e	b	o	z	t	f	m	e
e	s	t	i	m	a	t	e	y	p	l	m
r	o	f	r	a	u	d	r	g	n	o	b
h	k	l	a	e	b	o	t	m	w	c	e
s	t	i	k	p	t	e	m	c	h	g	z
e	z	h	s	n	r	a	q	t	o	m	z
c	s	u	e	w	d	e	i	b	l	r	l
u	r	v	z	f	p	n	r	l	e	h	e
r	n	i	e	n	t	c	h	f	s	l	e
i	o	l	m	a	r	d	l	i	a	c	z
t	r	k	j	e	s	i	e	h	l	f	t
y	o	m	t	n	p	b	k	w	e	a	z

5. pilferers; inventory; diminish; embezzlement
6. vandalism
7. es ti mate
   fraud
   in ven to ry
   em bez zle
   se cu ri ty
   theft
   em ploy ee

VANDALISM

1. Jo Anne's car has a smashed window.
2. 4 2 1 5 3 6
3. did not write grafitti on walls
4. *(e.g.)* Litter contributes to pollution adds to cost of waste collection
5.

8	1	6
3	5	7
4	9	2

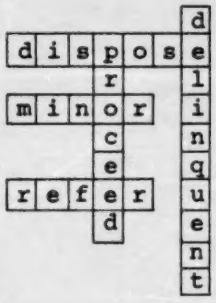
Magic Number: 15

6. Arson; Compensate; Damage; Environment; Grafitti; Impulsively; Intentional; Property; Vandal

JUVENILE COURT

1. A juvenile court is a court of law that deals with children, not as criminals, but as children in need of aid, encouragement, or guidance.

2.



3. F - The most frequent disposition is probation; T;
   F - Many professional people are involved in juvenile court; T; T

4. teacher judgement

dig	song	core	nice
end	sing	deer	price
see	ding	rice	pride
ring	seed	dice	green

(partial list)

5. O - teacher judgement; S; O - teacher judgement; S
6. Joe was a delinquent and needed guidance.

PUZZLES

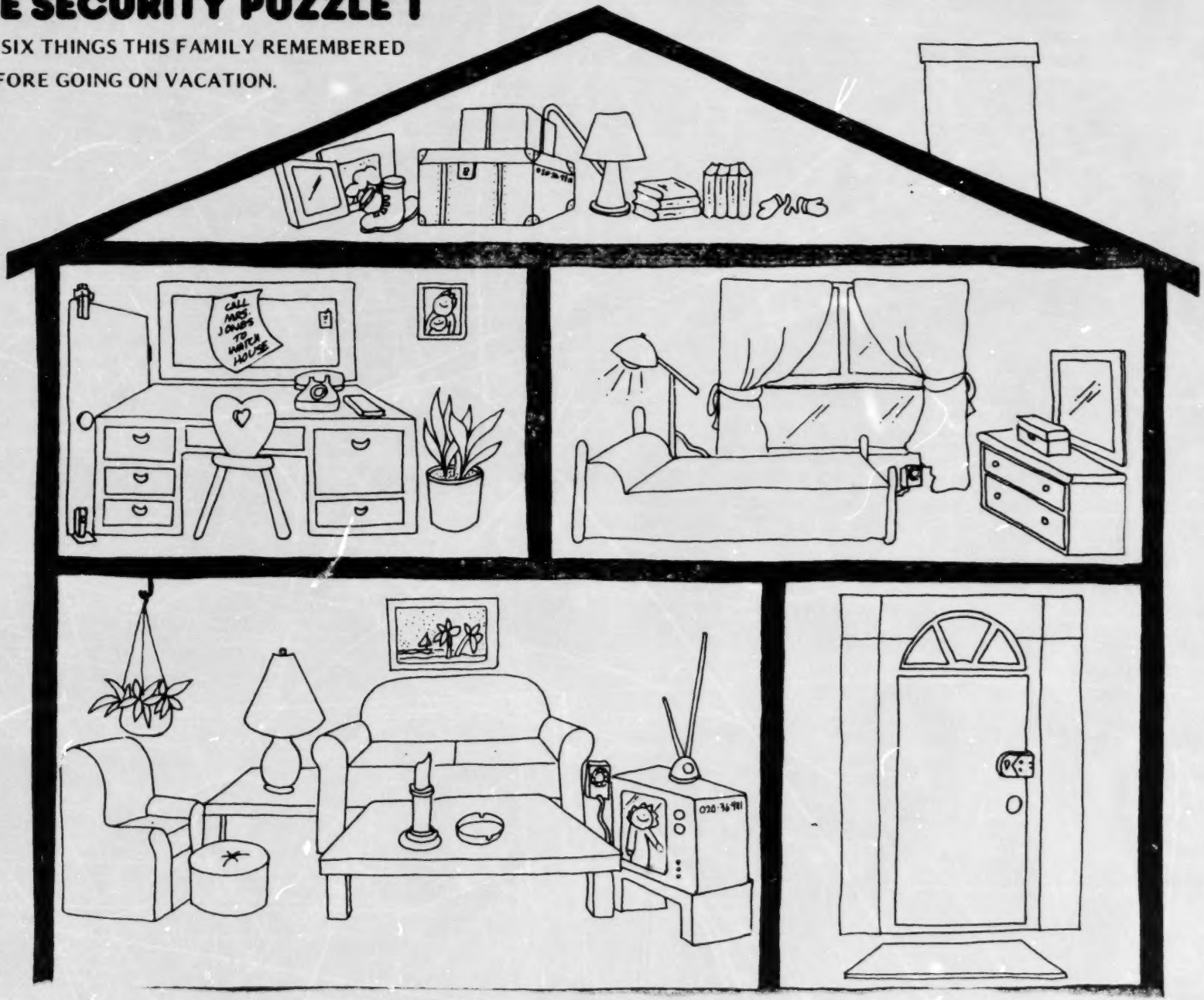
You can tear out...reproduce...pass around!

These puzzles are a fun way to promote crime prevention and crime awareness in the home and community.

- Great for coloring...bulletin board displays.
- A terrific visual aid when used with an overhead projector.
- Enjoyable homework assignment that also provides a way for students to get their parents involved.

HOME SECURITY PUZZLE 1

FIND THE SIX THINGS THIS FAMILY REMEMBERED TO DO BEFORE GOING ON VACATION.



1. To use flush lever bolt locks for inactive door at top and bottom. 2. To notify neighbor to watch house. 3. To hook up lamp to a timer. 4. To hook up TV to a timer. 5. To mark belongings with I.D. no. 6. To use vertical dead bolt lock for active door.

HOME SECURITY PUZZLE 2

FIND THE SIX THINGS THIS FAMILY FORGOT TO DO BEFORE GOING ON VACATION.

1. To lock up ladder and bicycle. 2. To notify paper boy so newspapers won't pile up. 3. To notify mailman so that mail won't pile up. 4. To trim shrubbery so burglars can't hide. 5. To close and lock window. 6. To close and lock garage door.

Your card is reproduced... Thermofax or photocopy.

FIND-THE-CRIMES PUZZLE

WHAT ARE THE EIGHT CRIMES BEING COMMITTED IN THIS PICTURE?

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1. Employer stealing coat. 2. Kid carving initials into tree (vandalism). 3. Kids buying and selling stolen watches. 4. Man stealing TV. 5. Cab driver littering. 6. Burglar breaking into department. 7. Woman shoplifting. 8. Man snatching purse.

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Bibliography

FILMS

Angry Boy
Tells the story of emotional disturbances engendered by family tensions. After a ten-year-old boy is caught stealing, a psychiatric team traces the boy's disturbance to its source. A Mental Health Film Board film. Also available in Spanish. (16mm, black and white, 33 mins. Purchase: $275. Rental: $15.) 1

Caught
Filmed on location in a retail store, the plot unfolds, showing two teenage girls from middle income families shopping . . . just looking at the merchandise. What happens when one slyly shoplifts merchandise which she thinks no one will miss or notice is a most revealing documentary. It also shows an adult woman guilty of the same crime. (16mm, color sound, 24 mins. Purchase: $230. Rental: $70 for five-day rental, plus $4 postage.) To order write: Operations Division, National Retail Merchants Association, 100 West 31st St., New York, N.Y. 10001.

Cities -- Crime in the Streets
Discusses the problems of police protection and rehabilitation of juvenile offenders in the U.S. Explains how police are hampered by manpower shortages, poor community relations and inadequate training. Contrasts juvenile training schools with community rehabilitation plans. (16mm, black and white, 60 mins. Purchase: $265. Rental: $15. 25.) To order write: Indiana University Audio Visual, Bloomington, Indiana 47401.

Crimes Against Persons and *Crimes Against Property*
These two compelling films show citizens how they can help substantially reduce the opportunity for crime. Carelessness is often a principal cause of crimes against persons and property. These films show you and your community just how much carelessness can cost. (16mm, color sound, each 22 mins. Purchase: $360 each. Rental: $50 each/week.) 2

Crossroads
The five color filmstrips in this set, subtitled *Stories About Values and Decisions*, depict moral problems and offer several alternative solutions. In *Honesty*, for example, a woman mistakenly overpays a paper boy. She is unaware of her oversight, so it is up to the boy to decide what to do. Other titles: *Generosity*, *Guilt*, *Hostility*, and *Integrity*. (Grades four to seven. Cost: $75 plus postage for all five filmstrips with cassettes. Previews of film available.) Order from: United Learning, 6633 West Howard Street, Niles, Illinois 60648. 3

Fighting Crime with Science
This award-winning film is a fascinating and informative overview of modern crime-solving techniques. Topics covered include: communications, forensic science, bomb disposal, document identification, fingerprints and photography. (16mm, color sound, 15 mins. Purchase: $250. Rental: $50/week.) 2

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FILMS (cont'd)

Greenhouse
A boy's senseless act -- the breaking of windows in a greenhouse -- launches this 11-minute, 16mm, color film into a sensitive, effective exploration of vandalism and values. (K-high school. Purchase: $160. Rental: $15 plus $2 postage. School purchase orders will be billed. Reserve 30 days in advance.) Order from: Barr Films, 34 Nightly East Foot Hill Blvd., Pasadena, California 91107.

Justice on Trial
This program focuses on sentencing procedures and the inequities they produce for both crime victim and criminal. Some remedies are offered in this report: namely, better systems for choosing judges, streamlined procedures to speed trials and uniform sentencing. Produced by American Broadcasting Co. Inc., Code No. 106909-7. (16mm, color, 49 mins. Purchase of complete program: $695. Rental: $60.) 4

Juvenile Justice . . . Why Can't I Go Home Now?
This film follows a teenage girl from her arrest through the ultimate disposition of her case. It offers an excellent way to open discussion of the many complex segments of the juvenile justice system with community groups and with juveniles themselves. (16mm, color sound, 28 mins. Purchase: $360. Rental: $50/week.) 2

. . . More than just a Place to Come to
Documentary film about school violence and vandalism -- causes, effects and positive programs for change. Segments show a student-built school building, "greening of the school yard," student-built projects, parent re-involvement. (16mm, color, 20 mins. Purchase: $340. Rental: $50/week.) 5

The Odds Against
John Mitchell, 22 years old, is arrested, tried, convicted and imprisoned for burglary. Focusing on Mitchell, this documentary explores correctional procedures in the U.S. today: detention, probation, imprisonment and parole. Older institutions and up-to-date facilities and programs are contrasted. (16mm, black and white, 30 mins. Purchase: $130. Rental: $12.) 6

The Revolving Door
A film about the U.S. judicial system which explains the types of cases tried in the lower court, shows typical minor offenders and examines the inadequate facilities of the jails. (16mm, black and white, 16 mins., 1968. Purchase: $130. Rental: $12.) 6

Rights & Responsibilities
We've outlined six programs in this classroom television series of eleven 20-minute color programs for junior and senior high school students on citizenship. Each is available on 3/4" video-cassettes for $135 or seven-day rental for $30 each. Winner of the 1975 San Francisco State University Broadcast Media Award. 7

I Didn't Care, Dead Path, and *Change* (Programs one, two and three) are a dramatic case history of Larry, a young ex-convict who spent almost five years in prison. Larry plays himself in this recreation of the actual events, telling his story in his own words.

An Interview with Larry (Program four) gives four junior high school students a chance to ask Larry questions generated by the first three programs.

Police Officer (Program five) follows two detectives as they cruise the city and encounter juveniles involved in burglary, truancy, and other violations.

An Open Mind (Program six) contrasts student comments about the police and laws in general with the thoughts of three uniformed police officers as they work through their daily routines.

So I Took It
in this film, a nice, normal girl named Sally gets caught up in a snowballing nightmare of shoplifting. It starts with peer pressure from a friend and ends with her involving her own younger brother in the crime. Shows consequences of shoplifting along with modern methods used to detect shoplifters. (16mm, color, 10 mins. Purchase: $175. Rental: $25/week.) 5

Squarejohns
Outlines efforts of a parole officer in helping paroled prisoners adjust to the outside world. Produced by the National Film Board of Canada. (16mm, black and white, 28 mins. Purchase: $195. Rental: $15.) 1

The Theft
A documented story about a boy who agrees to go along on a burglary with an older boy. Helps young people learn to withstand peer pressures. Provides youngsters with an awareness of the consequences which can occur if they choose to involve themselves in criminal acts. These include: fear, anxiety, blackmail, extortion and the possibility of being caught. (16mm, color, 25 mins. Purchase: $365. Rental: $50/week.) 5

Two Years or More
The film follows a prisoner through reception and incarceration and gives the basic facts about prison life. The problems a prisoner faces on release are presented: society's unwillingness to take him back, an employer's unwillingness to hire him, and his own disorientation toward the demands of daily life and work. Produced by the National Film Board of Canada. (16mm, color, 27 mins. Purchase: $375. Rental: $25.) 1

A Vandalism Story: The Clubhouse
This film approaches vandalism from a child's point of view. It's about four young boys who have built a clubhouse -- their own private headquarters. One day while the boys are playing, the youngest accepts a dare and throws a rock through a school window. Soon all four are breaking windows. When the police arrive, one boy is caught while the others run away to hide in their clubhouse only to find that it, too, has been vandalized. (Guidelines are supplied with each print to help you start and direct group discussions. 16mm, color sound, 10 mins. Purchase: $150. Rental: $50/week.) 2

Vandalism: Crime or Prank?
Explores the question of whether an adult who witnesses an act of vandalism has an obligation to report the matter. A conscientious citizen sees a gang destroy a park statue and recognizes one of them as a friend's son. He must decide whether to dismiss what he has seen as a prank or report it as a crime. Open-ended film leaves the decision to the audience. (16mm, color, 5 mins. Purchase: $75. Rental: $6.) 1

Youth and the Law
Dramatizes the role of the police as they work with other community organizations to guide youthful energies into constructive channels and to prevent delinquency. A Mental Health Film Board film. (Black and White, 36 mins. Purchase: 16mm $285; videocassette $195. Rental: $15.) 1

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1 Rentals are three days. Reserve two weeks ahead. To purchase or rent, write to: International Film Bureau, Inc., 332 South Michigan Avenue, Chicago, Illinois 60604. Or phone: (312-427-4545).

2 All 16mm films may be ordered on-approval and returned without obligation, if undamaged, within the seven-day preview period. Please order rentals at least six weeks in advance and provide at least two alternative show dates. To order write: Harper & Row Media, Order Fulfillment/Customer Service, 2350 Virginia Avenue, Hagerstown, Maryland 21740. Or phone: (301-733-2700, Ext. 64).

3 Excerpted from: *The Whole Learning Catalog*, edited by Bruce Raskin. Reprinted by special permission of *LEARNING*, The Magazine for Creative Teaching, 1976. © 1976 by Education Today Company, Inc.

4 To order write: McGraw-Hill Films, Dept. NRP, 1221 Ave. of the Americas, New York, N.Y. 10020. State name, school/organization, address, phone, film title, code number, play date and alternative date. If planning to purchase, state number of weekdays required (one, five or seven) for preview.

5 Reserve three weeks in advance. To order or arrange for previews, call toll-free: (800-323-1900). In Illinois, Hawaii and Alaska, call collect (312-671-0141). Or write: Motorola Teleprograms, Inc., 4825 North Scott Street, Suite 23, Schiller Park, Illinois 60176.

6 To order write: Association Sterling, 866 Third Avenue, New York, N.Y. 10022. Or phone:(212-935-4210).

7 Previews are available on request at no charge except return postage. To order write: Agency for Instructional Television, Box A, Bloomington, Indiana 47401. Or phone: (812-339-2203).

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F. Learning Posters
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Yes No

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C. Auto Theft Unit
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